

# **SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES**

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## **Introduction**

The results of a “Survey of Faculty Opinion about Performance Evaluations and Job Responsibilities” are attached. The results are presented in three parts.

1. Selected quantitative results from both Tenure Line and Non-Tenure Line faculty members. (p. 2 & 5)

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# SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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## I. SELECTED RESULTS for both TENURE LINE AND NON-TENURE LINE Faculty

### Selected Results for TENURE LINE Faculty

(N 24)

One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

1. I believe this is a fair process for evaluating performance.

	Not at all fair
20	Somewhat fair
14	Neither fair nor unfair
40	Fair
1	Very fair

2. This performance review process takes into account all important faculty contributions.

10	Strongly Disagree
1	Disagree
15	Neither Agree nor Disagree
41	Agree
15	Strongly Agree

Traditional performance evaluation of tenure track and tenured faculty is 40 research, scholarship, and creative activities; 40 teaching; and 20 service. The following questions pertain to your experiences with and opinions of this type of evaluation.

3. I am evaluated according to this formula.

	Strongly Disagree
25	Disagree
1	Neither Agree nor Disagree
3	Agree
10	Strongly Agree

4. This formula is an appropriate way to evaluate faculty pre-tenure.

4	Strongly Disagree
1	Disagree
20	Neither Agree nor Disagree
4	Agree
12	Strongly Agree

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5. This formula is an appropriate way to evaluate faculty post-tenure.

	Strongly Disagree
23	Disagree
24	Neither Agree nor Disagree
33	Agree
12	Strongly Agree

. I would like the option to negotiate a shift in allocation of job responsibilities (from a traditional 40 research, scholarship, and creative activities; 40 teaching; and 20 service) post tenure.

4	Strongly Disagree
14	Disagree
1	Neither Agree nor Disagree
3	Agree
24	Strongly Agree

Some universities conduct developmental reviews where faculty receive professional development support over their career lifespan. The following questions will help us assess current developmental review practices at DU and gauge interest in modifying such practices.

. What type of professional development reviews have you received? (Check all that apply)

30	Teaching
2	Research, Scholarship, and Creative Activities
1	Internal Funding
14	External Funding
	Career Path Consultation
1	Other

. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.

Strongly Disagree

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10. What motivates you, or could motivate you, to continue your professional development? (Check all that apply)
- 4      Expectation of tangible reward
  - 53     Financial support for developmental activities
  - 4      Increased time to devote to what I believe I do best
  - 35     Greater feeling that I belong to a community of colleagues at DU
  - 2      Opportunity to forge deeper connections with students
  - 3      Evidence that such development would enable me to do a better job
  - 3      Tools that would help me be more efficient at my job (e.g., grading papers, submitting publications)
  - 24     Being mentored
  - Other

One reason faculty members might be evaluated is to identify unsatisfactory performance and determine whether remedial measures are necessary. The following questions pertain to evaluations related to remedial measures.

11. I think faculty should be reviewed for this purpose.

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- 1 Disagree
- 23 Neither Agree nor Disagree
- 3 Agree
- 15 Strongly Agree

Non-tenure-line faculty members are often evaluated with regard to their contract renewal. The following questions pertain to the criteria for reviewing non-tenure-line faculty members.

3. I am aware of these criteria.

- Strongly Disagree
- 11 Disagree
- 1 Neither Agree nor Disagree
- 51 Agree
- 14 Strongly Agree

4. I believe these criteria are fair.

- 4 Strongly Disagree
- 12 Disagree
- 31 Neither Agree nor Disagree
- 50 Agree
- 4 Strongly Agree

5. I believe these criteria promote high quality work.

- 10 Strongly Disagree
- 1 Disagree

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## **SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES**

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- 20 Research, Scholarship, and Creative Activities
- 10 Internal Funding
- 1 External Funding
- Career Path Consultation
- 1 Other

. I would like to receive direct professional development feedback not associated with pay, promotion, or contract.

- 2 Strongly Disagree
- 4 Disagree
- 23 Neither Agree nor Disagree
- 53 Agree
- 1 Strongly Agree

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## SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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12. What should be the potential consequence for unsatisfactory performance in your academic unit? (Check all that apply)

- 3 Mentoring/coaching
- 5 Negotiated development plan
- 4 Negotiated development timeline
- 40 Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
- 33 Negotiated change of responsibilities within the university
- 3 Lower or nonexistent pay raises
- 5 In rare cases of chronic and remedied deficiencies: sterner measures.
- Other

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- 3 The Sturm College of Law
- 1 Other
- 1 Choose not to report

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# SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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## II. Complete Results for TENURE LINE Faculty

(N 2 4)

1. What are the reasons your performance has been and/or will be reviewed?

(Check all that apply)

- Merit-raise determination (e.g., annual review)
- 5 Progress toward tenure (e.g., 3rd year review)
- 52 Progress toward promotion
- 3 Contract review
- 5 Remediation (e.g., assessment of teacher/teaching effectiveness;  
assessment of publication record)
- Professional Development outside of annual review (e.g., formal  
discussion about career progress).

2. One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

Who conducts your performance review? (Check all that apply)

- 1 Chair
- 21 Committee
- 4 Dean
- 5 Other

How do you receive feedback?

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# **SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS**

## SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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- Decisions about merit raises are completely lacking in transparency. I have absolutely no idea what factors are used in determining raises. While I have been very pleased with my raises thus far, I have no idea what I did well so I can't know for sure how to continue to do well. A more transparent process is urgently needed.
- When I select the option "neither fair nor unfair" above, it is because I have no way of judging that question - I do not know what feedback others receive, I do not know what others are compensated. I can only take my annual review as it applies to me in a vacuum. I'm not sure what the solution is, but I simply assume the system is not fair.
- It's not entirely equitable and the inequities can add up with length of service.
- Certain faculty members are allowed to get away with things that others are not. This creates inequities and distrust.
- I wish there were greater rewards for those of us who carry the service work. Some faculty will never do it and don't mind making the rest of us do it for them. Those of us who step up should be rewarded for it. I don't get a sense from the annual review process that this is the case. It seems we're still rewarded mostly for publications.

NOTE- There were no qualitative entries suggesting a pattern of responses to describe why or what factors were related to faculty agreeing that the criteria are fair.

4. This performance review process takes into account all important faculty contributions.

10	Strongly Disagree
1	Disagree
15	Neither Agree nor Disagree
41	Agree
15	Strongly Agree

- Faculty of color have additional "tax" in that students of color often come to them with concerns, issues, etc. This "work" is not captured in contributions.
- This system seems to favor publications and standard university committee work, etc. It does not look at issues like the complexity of advising loads, or the relational aspects of the work we do with the students. Additionally, there is not a place to discuss the depth of contributi

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- Service, as always, is undervalued relative to the time spent in these activities.
- The performance review process is incapable of capturing interdisciplinarity at any stage in its development. It is incapable of measuring, incentivizing,

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- There seems to be a ratchet-up effect, whereby each candidate must clear the

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## SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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. I receive/d adequate support to meet these criteria.

	Strongly Disagree
13	Disagree
24	Neither Agree nor Disagree
3	Agree
1	Strongly Agree

- There is no development aspect of the process; only evaluations of research and service. After the evaluation, you are just expected to continuing doing a great job or improve whatever the case may be.
- Until the University is willing to put real resources--and good ones--into supporting and mentoring faculty who have issues and doesn't have that fall to the chairs with no resources provided I fear that evaluation of faculty is unlikely to bring out the highest potential in each faculty member

. These criteria take into account all important faculty contributions.

	Strongly Disagree
21	Disagree
1	Neither Agree nor Disagree
45	Agree
13	Strongly Agree

- Even within the same department, research practice and culture is different in each discipline (i.e., individual). It is impossible to define a standardized

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0	20
3	30
2	40
5	50
4	0
14	0

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## SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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- If one really wanted to ask about fairness, one would have to consider salary, benefits, and support staff. Those questions would probably make fairness marginal at best.

13. I am confident the criteria promote high quality work.

4	Strongly Disagree
11	Disagree
3	Neither Agree nor Disagree
3	Agree
11	Strongly Agree

14. I receive/d adequate support to meet these criteria.

	Strongly Disagree
1	Disagree
40	Neither Agree nor Disagree
25	Agree
10	Strongly Agree

- It seems that post tenure there is little consideration and support for developing an academic career.

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## **SURVEY OF FACULTY**

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22	10
43	20
2	30

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- 1 Negotiated development plan
- 50 Negotiated development timeline
- 53 Negotiated change in allocation of duties in current post (e.g., teaching, research/creation)
- 3 Negotiated change of responsibilities within the university
- 4 Lower or nonexistent pay raises
- 45 In rare cases of chronic and remedied deficiencies: sterner measures.
- Other

- I strongly believe that any post-tenure review process should be geared towards promoting positive faculty development, and should not be used to punish faculty who do not produce a great deal of scholarship (this "productivity" should also be weighed against quality teaching and service work that these faculty perform, which enhances the university).
- Use ~~measurable~~ learning outcomes. Do a ~~comprehensive~~ evaluation. Some faculty are tenured on a 40 40 20 model and have not published anything in decades. That is essentially a 0 for 40 of their performance. Convert them to teaching professors with tenure and increase their teaching load
- Again, I am strongly in favor for treating productive faculty better. This requires evaluation. However, I do think we need to this in a flexible manner. For example, if someone is able to teach well but not publish, that should be permitted. But they should teach more and/or be rewarded less.

The following items refer to your experience at DU.

2 . I feel a sense of belonging in my academic unit.

- Strongly Disagree
- 12 Disagree
- 11 Neither Agree nor Disagree
- 40 Agree
- 30 Strongly Agree

2 . I feel a sense of belonging at DU.

- Strongly Disagree
- 13 Disagree
- 21 Neither Agree nor Disagree
- 42 Agree
- 1 Strongly Agree

- As mentioned previously, the sense of community at DU is one of the weakest qualities. This seems related to a larger sense among faculty that we aren't valued for what we do, which is the core of what DU is. There seems to be a growing imbalance with between faculty and administration, and that faculty

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20 Neither Agree nor Disagree  
3 Agree  
1 Strongly Agree

- Because many of us are paid on average 20% less than the going rate, I don't feel valued. Especially given that in Denver the cost of living is significantly higher than it is in many other parts of the country where my colleagues are making 20% more than I am. What happened to the faculty senate salary review that was conducted a number of years ago!?!?! why has nothing been done about this incredibly unfair situation!!
- In the time that i have been at DU I have continually heard about budgets, fiscal conservatism, low salaries, low enrollments, etc. I feel that I hear much more about that than about any excellent work that is produced by my colleagues.

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- 22 0-5 years
- 22 5- years
- 1 10-14 years
- 15-1 years
- 22 20 years or longer
- Choose not to respond

42. What is your rank?

- 0 N/A
- 1 Assistant
- 4 Associate
- 32 Full

43. What is your salary?

- 0 20,000-2 ,
- 0 30,000-3 ,
- 0 40,000-4 ,
- 2 50,000-5 ,
- 0,000- ,
- 1 0,000

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# SURVEY OF FACULTY OPINION ABOUT PERFORMANCE EVALUATIONS AND JOB RESPONSIBILITIES

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## III. Complete Results for NON-TENURE LINE Faculty (N 103)

1. What are the reasons your performance has been and/or will be reviewed?  
(Check all that apply)

- Merit-raise determination (e.g., annual review)
- Progress toward tenure (e.g., 3rd year review)
- 53 Progress toward promotion
- 52 Contract review
- Remediation (e.g., assessment of teacher/teaching effectiveness; assessment of publication record)
- 15 Professional Development outside of annual review (e.g, formal discussion about career progress).

2. One reason faculty are reviewed is to assess annual performance and determine merit raises. The following set of questions pertains to your experience with annual performance reviews used to determine merit raises.

Who conducts your performance review? (Check all that apply)

- 1 Chair
- 12 Committee
- 33 Dean
- 1 Other

How do you receive feedback?

- 35 Meeting
- 11 Letter
- 44 Both
- 11 Other

How are you reviewed? (Check all that apply)

- Activity Insight Report
- 44 Individual case-by-case qualitative feedback
- 15 Point system
- 10 Other

- My unit supervisor meets with us to give us what feels like the most significant feedback.
- Previously in meetings but this year I was given a draft letter and asked for feedback.
- Personal opinion regardless of fact or data.
- We write a multi page self summary.

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- I am familiar with the process for contract review and the duties associated with the review, but I am unclear as to the specific factors that determine amount of salary increases.
- The draft that has been written hasn't been discussed broadly and it seems to make some assumptions about the new lines that may not apply to all faculty in them. Overall, the promotion process remains a black box.
- Not at all aware of how it works. I get my appointment letter from my Dean, and I'm off and running until the next appointment.

. I believe these criteria are fair.

- |    |                            |
|----|----------------------------|
| 4  | Strongly Disagree          |
| 12 | Disagree                   |
| 31 | Neither Agree nor Disagree |
| 50 | Agree                      |
| 4  | Strongly Agree             |
- Point system gives the appearance of equity, but is subject to unaddressed institutional cultural problems with bias (ethnicity, gender, sexual orientation, etc.), limitations of all faculty to access and connect with decision-

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43 Neither Agree nor Disagree  
3 Agree  
2 Strongly Agree

- HERS leadership program
- I am not aware of what internal professional development opportunities exist in DU as a whole.
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- 33 Negotiated change of responsibilities within the university
- 3 Lower or nonexistent pay raises
- 5 In rare cases of chronic and remedied deficiencies: sterner measures.
- Other

The following items refer to your experience at DU.

1 . I feel a sense of belonging in my academic unit.

- 4 Strongly Disagree
- Disagree
- 12 Neither Agree nor Disagree
- 4 Agree
- 2 Strongly Agree

1 . I feel a sense of belonging at DU.

- 2 Strongly Disagree
- 14 Disagree
- 1 Neither Agree nor Disagree
- 52 Agree
- 1 Strongly Agree

- I think DU is divided into silos. Men are treated differently than women. Every department is for itself. No one communicates outside of their silo. Men have more power in making decisions. It feels very isolating at times here at DU and there is little community or cross-discipline interaction.

1 . I feel on top of the latest developments in my field.

- 0 Strongly Disagree
- 4 Disagree
- 15 Neither Agree nor Disagree
- 5 Agree
- 24 Strongly Agree

1 . I have the freedom to teach what I want.

- 1 Strongly Disagree
- 15 Disagree
- 1 Neither Agree nor Disagree
- 52 Agree
- 1 Strongly Agree

20. I have the freedom to conduct research about what I want.

- 4 Strongly Disagree
- Disagree
- 24 Neither Agree nor Disagree
- 40 Agree

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Choose not to respond.

2 . What is your age?

0	20-2
21	30-3
25	40-4
21	50-5
1	0-
3	0-
12	Choose not to respond

2 . How long have you been at DU?

2	0-5 years
22	5- years
21	10-14 years
1	15-1 years
5	20 years or longer
	Choose not to respond

30. If no, what is the length of your contract for the coming year?

N/A

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